

A FOLLOW-UP OF THE 1961-1962 SEVENTH
GRADE STUDENTS, MERRILL JUNIOR
HIGH, DES MOINES, IOWA

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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August 1970

1970
D744

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CHAPTER I

INTRODUCTION

The school exists primarily for the benefit of the youth of the community or the group which it serves. The types of people, their vocations and interests, their religious beliefs, their tendencies and prejudices, their abilities, their characteristics, their hopes and prospects regarding the future, their customs and habits, the similarities and differences of groups within the community are different from those of other communities. The distinctive characteristics and needs of the people and groups of people of the school community, particularly those of the youth, should be known. But every school community inevitably is interrelated with other communities. The school should therefore adapt its general philosophy, specific purposes, and its educational program to its own community and to the larger communities of which it is a part.¹

The purposes and objectives of secondary education change with the passing of time. Consequently, evaluation must be carried on continuously. As school programs continue

¹Evaluative Criteria, A Report Prepared by the General Committee (Washington: National Study of Secondary School Evaluation, 1960), p. 29.

to become more involved and complex, evaluation continues to change in the same way.¹

I. THE PROBLEM

Statement of the problem. The purpose of this study was to follow-up the seventh grade students who enrolled at Albert W. Merrill Junior High School, Des Moines, Iowa, in the fall semester of 1961-1962 and completed their work in 1963-1964. The study determined: (1) their present occupations and whether or not the high school dropouts have attended trade, vocational, or technical schools or have been employed without previous training; (2) the per cent of these students starting college and the per cent continuing; (3) the per cent of these high school graduates who did not continue their education and the per cent of these who have terminated post high school work and are engaged in professional, managerial, clerical, skilled, semi-skilled occupations and homemaking; and (4) their present marital status.

Importance of the study. Merrill Junior High School has been in operation nine years. It is located in the west-central section of Des Moines, Iowa, drawing students from a

¹Percy E. Burrup, Modern High School Administration (New York: Harper and Brothers, 1962), p. 361.

population of which the greatest percentage is from a high socio-economic level while a smaller percentage is from middle and low socio-economic levels.

Since Merrill Junior High School has been in operation, any type of a follow-up of former students has been done by the use of estimation and/or speculation. The investigator found it necessary to ascertain more factual information about the former students so that the school may better meet the needs of the students and the community it serves.

Although criticized by many, and recognized by all as needing major improvements, the high school is the school unit which prepares youth for college or for an occupation.¹ Educators and lay citizens alike have been guilty of evaluating the work of schools in terms of broad generalities and with less than sufficient data upon which to defend their positions. This often leads to confusion, unwarranted criticism, and innuendo which accomplish little in improving education.²

Evaluation is the process of making judgments. It begins with data and information and ends with conclusions and generalizations. Evaluation must begin at some definable

¹Ibid., p. 347.

²Ibid., p. 348.

point. All possible data should be utilized to determine the quality of progress or achievement beyond that point.¹

The information derived from a follow-up study is a measure for keeping or revising a particular course of study. Results of the follow-up program are of value not only in terms of helping the graduate or dropout but also in clarifying present objectives. Use of the information derived from a follow-up, furthermore, provides information for future programs. In addition, the former pupil quite often derives a sense of satisfaction from knowing that his school is still interested in his whereabouts and progress. Such interest also helps promote good school-community relations.²

Limitations of the study. The conclusions of this study have certain limitations due to sampling and the use of a questionnaire.

The sampling of this study consisted of 172 former students who enrolled at Merrill Junior High School in the fall semester of 1961-1962 and completed their work in 1963-1964. The investigator was able to locate 165 which was 95.9 per cent of the total number. Of 165 questionnaires sent, 142 responses were received. This was 86.1 per cent

¹Sidney P. Rollens and Adolph Unruh, Introduction to Secondary Education (Chicago: Rand McNally and Company, 1964), p. 249.

²Donald G. Mortensen and Allen M. Schmuller, Guidance in Today's Schools (New York: John Wiley and Sons, Inc., 1966), p. 394.

of the number of questionnaires sent and 82.5 per cent of the total number of former students involved in the study.

The sampling included only those students who enrolled in the fall semester of 1961-1962 and completed their work in 1963-1964. Transfer students were not included.

In using a questionnaire, the investigator realizes the possibility of the respondent misinterpreting and/or misunderstanding parts of the questionnaire. The investigator also realizes that he may have misinterpreted the reply. In a very few cases the respondent did not give an answer because he was unsure of the appropriate choice.

The questionnaire used in the study was limited to certain areas of information to determine:

1. Marital status.
2. Per cent of dropouts from high school and the per cent of graduates from high school.
3. Employment status of graduates from high school and college dropouts.
4. Per cent of men who have fulfilled their military obligation.
5. Graduate's education and/or training beyond high school.
6. Mobility of students after junior high school.

II. REVIEW OF LITERATURE

Much has been written in regards to follow-up of high school students, but the investigator found very little in regards to follow-up of junior high school students. The following is a brief summary of the work done on problems closely related to the purposes of the study at hand.

The interest of our schools in their graduates does not end when the students receive their diplomas. As these young people go out into life, the school is deeply concerned with the academic preparation of the college bound and with the occupational competency of those who enter the fields of business and industry.

Concerning curriculum changes Beauchamp wrote:

Each time in our history that a crisis has confronted public schools, the technology has become more complicated. Whenever a demand for the transmission of an element of our culture to the young has arisen, that element often has become a new school subject. The addition of such subjects as manual training, home economics, modern languages, biochemistry, social studies, tool making and driver education are noteworthy examples. Most of the time these subjects have been added without clear definition of changing roles of the school that demand the new subjects. As a consequence, curriculums of our public schools have grown by the additive process with social pressures being in large part responsible.¹

The broad approach to individual planning considers the school program as the hub, but does not ignore the many

¹George A. Beauchamp, Curriculum Theory (Wilmette, Illinois: The Kagg Press, 1968), pp. 1-2.

spokes leading from it. The possibilities of development of talents in every youngster demands the broadest and most creative approach. Exploration besides training is an important goal.¹

Bodnarchuk wrote that the follow-up of graduates and former students is essential to improve and evaluate the effectiveness of the curriculum, to encourage better teaching and to improve the value and usefulness of the guidance services.

The follow-up program embraces four different and specific areas: (1) the graduate student, (2) the employed student, (3) the college student, and (4) the dropout student. The questionnaires used in all of these areas seek some insight into the occupational, educational, and personal goals of former students.²

Kremer wrote that follow-up, like all other forms of local research should be based on locally perceived needs. To him, follow-up studies serve three major purposes:

(1) To improve the school's guidance and counseling program.

Examples of goals are:

¹Robert J. Swan, "The Counselor and the Curriculum," The Personnel and Guidance Journal, XLIV (March, 1966), 692.

²Steve Bodnarchuk, "Improve Through Follow-Up," Clearing House, XLIII (September, 1968), 30.

- a. Determine the effectiveness of educational counseling services and whether or not changes are needed.
 - b. Improve occupational counseling services through studying such things as jobs, realism of school occupational choices, and the need of a school placement service.
 - c. Improve the effectiveness of all of the counseling and guidance services provided by obtaining reactions of former students as well as their suggestions for improvement.
- (2) To work toward an improved instructional program. The school may be interested in determining such things as:
- a. Is there a need for additional vocational education programs, or other curriculum changes?
 - b. What are the reactions of employers to the school program?
 - c. What are the needs of our students; should the content of current courses be altered to meet these needs?
 - d. Should there be greater emphasis on meeting individual needs?
- (3) To build better public relations. Follow-up studies can serve to build good school-community relationships. Too often we may give the impression to former students and

the community that we are no longer interested in them once they have left us. Follow-up studies may be used as a basis for determining such things as:

- a. The mobility of former students.
- b. The need for continuing services from the school to former students.
- c. The need for additional educational services in the community.
- d. The need for additional community relations programs.¹

Concerning the counselor's role in follow-up studies, Swan has been of the opinion that the counselor lines the front line trenches where the school product meets with community needs. He can serve as a bridge between these two forces. Through follow-up studies of graduates and dropouts, he can attain knowledge of the job picture of former students. Through community occupational surveys, through census data and industrial and government reports on the local labor market, he can gain rough estimates of the job picture of the community.²

Baird and Holland made a study of a sample of students which they followed from high school senior status to their educational or vocational situation one year later. They

¹Bruce J. Kremer, "Follow-Up?--Forget It!," The School Counselor, XVII (January, 1970), 230-231.

²Swan, op. cit., 690.

found that the majority of students were attending four-year or junior colleges, while small numbers of students were working full time, were in trade, business, or nursing schools, or were in the military service.

When student groups were compared on measures of academic or non academic potential, the distribution of students to training institutions or jobs was found to be based primarily on academic rather than on nonacademic dimensions of talents.¹

Flanagan and Cooley estimated that approximately one million graduating high school seniors each year do not go to college. This suggests that many students with high potentials for nonacademic achievements do not go to college. Students distribute themselves and are distributed so that their aspirations and their academic and nonacademic potentials are only loosely congruent with the demands of their educational or vocational situation.²

Baird and Holland also concluded that the aspirations of high school students and their educational or occupational status one year later are congruent. College students at

¹Leonard L. Baird and John L. Holland, "The Flow of High School Students to Schools, Colleges and Jobs: A Re-Examination of Some Old Questions by the Use of Multiple Indices of Talent," Journal of Human Resources, IV (1) (Winter, 1969), 22.

²J.C. Flanagan and W.W. Cooley, "One Year Follow-Up Studies," Project Talent, Cooperative Research Project No. 2333, (1966)

four-year colleges typically sought four-year and advanced degrees, and aspired frequently to educational and scientific vocations. Junior college students and trade-business students sought lower level degrees, hoped to acquire vocational or professional training, and aspired frequently to business and skilled trade vocations. High school students who obtained full-time jobs were interested primarily in vocational training, lower level degrees, and business occupations.¹

Snepp, in a follow-up study of Evansville, Indiana, of 694 boys and 713 girls who were graduated from Evansville high schools in June, 1959, revealed the following points: (1) The percentage of the class that entered high school and remained to be graduated was 70.2. (2) The percentage of the high school students starting as freshmen that finished and later enrolled in college was 20.8. (3) The percentage of the graduates entering college was 36.9. (4) The percentage of high school graduates entering business occupations was 16.4. (5) The percentage of high school graduates entering the armed services was 8.9. Snepp concluded that more of their capable students should be encouraged to attend college. Two principal reasons why they had not considered college were: (1) lack of encouragement and (2) lack of money.²

¹Baird and Holland, op. cit., p. 31.

²Daniel W. Snepp, "Follow-Up of Graduates of '59," Clearing House, XXXV (December, 1960), 204-205.

III. DEFINITION OF TERMS USED

The following definitions were proposed so that there would be uniform understanding throughout this study.

Professional, technical, and managerial occupations.

Includes occupations concerned with the theoretical or practical aspects of such fields of human endeavor as art, science, engineering, education, medicine, law, business relations, and administrative, managerial, and technical work. Most of these occupations require substantial educational preparation.¹

Clerical and sales occupations. Includes occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; distributing information; and influencing customers in favor of a commodity or service.²

Service occupations. Includes occupations concerned with performing tasks in and around private households; serving individuals in institutions and in commercial and

¹United States Department of Labor, United States Employment Service, Dictionary of Occupational Titles, Occupational Titles, Vol. II, 3rd Ed. (Washington: Government Printing Office, 1965), p. 23.

²Ibid., p. 55.

other establishments; and protecting the public against crime, fire, accidents, and acts of war.¹

Farming, fishery, forestry, and related occupations. Includes occupations concerned with growing, harvesting, catching, and gathering land and aquatic plant and animal life and the products thereof, and the occupations concerned with providing services in support of these activities.²

Processing occupations. Includes occupations concerned with refining, mixing, compounding, chemically treating, heat treating, or similarly working materials and products.³

Machine trades occupations. Includes occupations concerned with feeding, tending, operating, controlling, and setting up machines to cut, bore, mill, abrade, print and similarly work such materials as metal, paper, wood and stone.⁴

Bench work occupations. Includes occupations concerned with the use of body members, handtools, and bench machines to fit, grind, carve, mold, paint, sew, assemble, inspect, repair and similarly work relatively small objects

¹Ibid., p. 69.

²Ibid., p. 78

³Ibid., p. 84.

⁴Ibid., p. 121.

and materials, such as jewelry, phonographs, light bulbs, musical instruments, tires, footwear, pottery, and garments.¹

Structural work occupations. Includes occupations concerning fabricating, erecting, installing, paving, painting, repairing, and similarly working structures or structural parts, such as bridges, building, roads, motor vehicles, cables, airplane engines, girders, plates, and frames.²

Miscellaneous occupations. Includes occupations concerned with transportation services, packaging and warehousing; utilities; amusement, recreation, and motion picture services; mining and logging; graphic arts; and various miscellaneous activities.³

¹Ibid., p. 150.

²Ibid., p. 183.

³Ibid., p. 198.

CHAPTER II

PROCEDURE

The investigator obtained the names of the seventh grade students who enrolled at Merrill Junior High School in the fall semester of 1961-1962 from school records. This list was then compared to a list, also from school records, of those students that completed their work in 1963-1964. After comparing these two lists a total of 172 students were found to be within the defined limits of this study.

The investigator then proceeded to determine the present address by consulting permanent records, telephoning parents, relatives, and friends of former students, and the administration and school secretary who graciously cooperated throughout the course of this study. The investigator could not, after exhaustive research, obtain the addresses of seven of the students.

A questionnaire was constructed so that the respondent could give his reply to the questions by checking an item or giving a short response. This made the instrument easy to complete and made it easier to tabulate and analyze.

The questionnaire was validated in the following manner:

1. The questionnaire, along with a statement of the purpose of the study, was mailed to ten certified counselors in Des Moines, Iowa and the Des Moines area communities for validation. Seven of the counselors work with junior high school students and three work with senior high school students. They were given an opportunity to clarify statements and were encouraged to make additions to the questionnaire.
2. All questionnaires were returned with about half containing comments. The questionnaire was revised and then approved by the investigator's Drake University faculty advisor.

A cover letter,¹ to accompany the questionnaire, was constructed to explain the purpose of the questionnaire to the former students.

The validated questionnaire,² cover, and self-addressed stamped envelope was mailed on January 25, 1970, to 165 former students; seventy-nine men and eighty-six women.

Two weeks after the initial mailing, a reminder postcard³ was mailed to the former students from whom the investigator had not at that time received a reply.

¹Appendix A

²Appendix C

³Appendix B

Five weeks after the reminder postcard was sent, the amount of returns the investigator received dwindled down to none and it became evident at this point that 142 returns would be the total number received.

The questionnaire responses were tabulated on two master sheets, one for women and one for men.

In the following chapter tabulation, interpretation and analysis of the responses will be presented.

CHAPTER III

REPORT OF THE STUDY

Within this chapter the investigator will report findings from the questionnaires received from former students of Albert W. Merrill Junior High School, Des Moines, Iowa, who enrolled in 1961-1962 and completed their work in 1963-1964.

The number and percentage of former students who responded to the questionnaire are shown in Table I.

TABLE I

NUMBER OF FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL
WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR
WORK IN 1963-1964 THAT RESPONDED
TO FOLLOW-UP QUESTIONNAIRE

	Number Sent	Number Responding	Per Cent
Male	79	68	86.1
Female	86	74	86.0
Totals	165	142	86.1

Of the 165 former students who received the questionnaire, 142 responded. This constituted an 86.1 per cent

return. Seventy-nine questionnaires were sent to former male students and sixty-eight responded. This was 86.1 per cent. Eighty-six questionnaires were sent to former female students and seventy-four responded. This was 86.0 per cent.

The number and percentage of the former students' marital status are shown in Table II.

TABLE II

MARITAL STATUS OF FORMER STUDENTS OF MERRILL JUNIOR
HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND
COMPLETED THEIR WORK IN 1963-1964

Marital Status	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Single	54	79.4	53	71.6	107	75.4
Married	13	19.1	21	28.4	34	23.9
Divorced	1	1.5	0	0.0	1	0.7
Widowed	0	0.0	0	0.0	0	0.0
Totals	68	100.0	74	100.0	142	100.0

Fifty-four (79.4 per cent) of the males and fifty-three (71.6 per cent) of the females were single. A total of 107 (75.4 per cent) of the former students were single. Thirteen (19.1 per cent) of the males and twenty-one (28.4 per cent) of the females were married. This tends to indicate that the females of this study were married at a faster rate than the males. A total of thirty-four (23.9 per cent) of

the former students were married. One male (1.5 per cent) was married and divorced. None of the former married students was widowed.

As shown in Table III, two males were married in 1966, indicating by the time lapse that they were married while attending high school. Two males and four females were married in 1967; seven males and six females were married in 1968; three males and nine females were married in 1969; and one female did not respond to the year she was married.

TABLE III

YEAR OF MARRIAGE OF FORMER STUDENTS OF MERRILL JUNIOR
HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND
COMPLETED THEIR WORK IN 1963-1964

Year Married	Males	Females	Total
1966	2	0	2
1967	2	4	6
1968	7	6	13
1969	3	10	13
No Response	0	1	1
Totals	14	21	35

The number and percentage of the former students that attended high school are shown in Table IV. All of the 142 former students that responded to the questionnaire attended

high school. This tends to indicate that all of the responding former students had pursued their education beyond junior high school, since none had dropped out immediately after ninth grade.

TABLE IV

RESPONSES OF 142 FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE QUESTION, "DID YOU ATTEND HIGH SCHOOL?"

Response	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	68	100.0	74	100.00	142	100.0
No	0	0.0	0	0.0	0	0.0

The number and percentage of the former students that graduated from high school are shown in Table V.

TABLE V

RESPONSES OF 142 FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE QUESTION, "DID YOU GRADUATE FROM HIGH SCHOOL?"

Response	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	67	98.5	73	98.6	140	98.6
No	1	1.5	1	1.4	2	1.4
Totals	68	100.0	74	100.0	142	100.0

Sixty-seven (98.5 per cent) of the former male students and seventy-three (98.6 per cent) of the former female students who responded to the question graduated from high school. A total of 140 (98.6 per cent) of the former students graduated from high school.

Two (1.4 percent) of the former students, one male and one female, who responded to the question did not graduate from high school. The former male student indicated that he had obtained his high school equivalency certificate.

The percentage of dropouts shown in Table V is lower than Iowa's percentage, and much lower than Des Moines, Iowa percentage of dropouts for 1969. About 2.45 per cent of Iowa's 280,214 students in grades nine through twelve dropped out and in Des Moines about 8.3 per cent dropped out.¹

As shown in Table VI, the two former students that did not graduate from high school checked miscellaneous occupations as the area most appropriate to their present occupation. The former male student entered the military service.

The number and percentage of former students that responded to the question, "Did you enter the working world upon graduation from high school are shown in Table VII.

Four (5.9 per cent) of the former male students and twelve (16.2 per cent) of the former female students or a

¹News item in the Des Moines Sunday Register, April 5, 1970.

TABLE VI

RESPONSES OF TWO FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE QUESTION, "IF YOU DID NOT GRADUATE FROM HIGH SCHOOL, PLEASE CHECK AREA BELOW APPROPRIATE TO YOUR PRESENT OCCUPATION."

Occupational Category	<u>Number of Responses</u>		
	Males	Females	Total
Professional, Technical and Managerial Occupations	0	0	0
Clerical and Sales Occupations	0	0	0
Service Occupations	0	0	0
Farming, Forestry, Fishery, and Related Occupations	0	0	0
Processing Occupations	0	0	0
Machine Trade Occupations	0	0	0
Bench Work Occupations	0	0	0
Structural Work Occupations	0	0	0
Homemaking	0	0	0
Miscellaneous Occupations	1	1	2

total of sixteen (11.3 per cent) responded that they entered the working world upon graduation from high school. It is interesting to note that there were more than twice as many females by percentage.

TABLE VII

RESPONSES OF 142 FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE QUESTION, "DID YOU ENTER THE WORKING WORLD UPON GRADUATION FROM HIGH SCHOOL?"

Response	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	4	5.9	12	16.2	16	11.3
No	64	94.1	62	83.8	126	88.7
Totals	68	100.0	74	100.0	142	100.0

Sixty-four (94.1 per cent) of the former male students and sixty-two (83.8 per cent) of the former female students or a total of 126 (88.7 per cent) responded that they did not enter the working world upon graduation from high school. The future endeavors of these former students is indicated in forthcoming tables.

The areas pertaining to the present occupation of those former students that entered the working world upon graduation from high school is shown in Table VIII.

One (25.0 per cent) of the former male students and eight (66.7 per cent) former female students or a total of

TABLE VIII

AREAS PERTAINING TO THE PRESENT OCCUPATIONS OF SIXTEEN
FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO
ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK
IN 1963-1964 AND WHO ENTERED THE WORKING WORLD
UPON GRADUATION FROM HIGH SCHOOL

Occupational Category	Number of Responses					
	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional, Technical and Managerial Occupations	0	0.0	0	0.0	0	0.0
Clerical and Sales Occupations	1	25.0	8	66.7	9	56.3
Service Occupations	2	50.0	1	8.3	3	18.6
Farming, Forestry, Fishery and Related Occupations	0	0.0	0	0.0	0	0.0
Processing Occupations	0	0.0	1	8.3	1	6.3
Machine Trade Occupations	0	0.0	0	0.0	0	0.0
Bench Work Occupations	0	0.0	0	0.0	0	0.0
Structural Work Occupations	0	0.0	0	0.0	0	0.0
Miscellaneous Occupations	0	0.0	2	16.7	2	12.5
No Response	1	25.0	0	0.0	1	6.3
Totals	4	100.0	12	100.0	16	100.0

nine (56.3 per cent) that entered the working world upon graduation from high school checked clerical and sales occupations as the area appropriate to their present occupations. Two (50.0 per cent) former male students and one (8.3 per cent) former female student or a total of three (18.6 per cent) that entered the working world upon graduation from high school checked service occupations as the area appropriate to their present occupations. One (8.3 per cent) former female student, a total of 6.3 per cent of the former students that entered the working world upon graduation from high school checked processing occupations as the area appropriate to her present occupation. Two (16.7 per cent) former female students, a total of 12.5 per cent of the former students checked miscellaneous occupations as the area appropriate to their present occupation. One (25.0 per cent) former male student did not respond.

The responses and percentage of the former students that responded to the question, "Did you become a homemaker if you did not enter the working world upon graduation from high school?" are shown in Table IX.

Only three females (4.8 per cent) responded that they became homemakers upon graduation from high school. The others, fifty-eight (93.6 per cent) responded that they did not become homemakers upon graduation from high school. One female did not respond to the question.

TABLE IX

RESPONSES OF 62 FORMER FEMALE STUDENTS OF MERRILL JUNIOR
HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED
THEIR WORK IN 1963-1964 TO THE QUESTION, "DID YOU
BECOME A HOMEMAKER IF YOU DID NOT ENTER
THE WORKING WORLD UPON GRADUATION
FROM HIGH SCHOOL?"

Response	Number	Per Cent
Yes	3	4.8
No	58	93.6
No Response	1	1.6
Totals	62	100.0

The number and percentage of former students that responded to the question, "Did you graduate from a Des Moines high school?" are shown in Table X.

TABLE X

RESPONSES OF 142 FORMER STUDENTS OF MERRILL JUNIOR HIGH
SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED
THEIR WORK IN 1963-1964 TO THE QUESTION,
"DID YOU GRADUATE FROM A DES
DES MOINES HIGH SCHOOL?"

Response*	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	64	94.1	68	91.9	132	92.9
No	4	5.9	6	8.1	10	7.1
Totals	68	100.0	74	100.0	142	100.0

*The totals include one male and one female that did not graduate from high school.

Sixty-four (94.1 per cent) of the former male students and sixty-eight (91.9 per cent) of the former female students or a total of 132 (92.9 per cent) of the former students graduated from a Des Moines high school. Four (5.9 per cent) of the former male students and six (8.1 per cent) of the former female students or a total of ten (7.1 per cent) of the former students did not graduate from a Des Moines high school. Of those that did not graduate from a Des Moines high school, one former female student graduated from a private girls' school. One male and one female shown as not graduating from a Des Moines high school did not graduate from high school.

The number and percentage of former students that responded to the question, "Did you enter a business school, trade school, or work through apprenticeship?" are shown in Table XI.

Only four (2.8 per cent) former students, two males and two females, responded "yes" as to whether they entered business school, trade school, or worked through apprenticeship. All four indicated doing so after receiving a high school diploma. Both former male students indicated working through apprenticeship, while one former female student entered business school, and the other one entered trade school. Two (1.4 per cent) former students, one male and one female did not respond to the question.

TABLE XI

RESPONSES OF 142 FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE QUESTION, "DID YOU ENTER A BUSINESS SCHOOL, TRADE SCHOOL, OR WORK THROUGH APPRENTICESHIP?"

Response	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	2	2.9	2	2.7	4	2.8
No	65	95.6	71	95.9	136	95.8
No Response	1	1.5	1	1.4	2	1.4
Totals	68	100.0	74	100.0	142	100.0

As shown in Table XII, the two former students, one male and one female that did not graduate from high school, indicated that they did not receive previous training before employment.

TABLE XII

RESPONSES OF TWO FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE QUESTION, "IF YOU DID NOT GRADUATE FROM HIGH SCHOOL, WERE YOU EMPLOYED WITHOUT PREVIOUS TRAINING?"

Response	Males	Females	<u>Total</u>	
			No.	Per Cent
Yes	1	1	2	100.0
No	0	0	0	0.0
Totals	1	1	2	100.0

The number and percentage of former male students that responded to the question, "Have you fulfilled your military obligation?" are shown in Table XIII.

TABLE XIII

RESPONSES OF SIXTY-EIGHT FORMER MALE STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE QUESTION, "HAVE YOU FULFILLED YOUR MILITARY OBLIGATION?"

Response	Number	Per Cent
Yes	10	14.7
No	58	85.3
Totals	68	100.0

Fifty-eight (85.3 per cent) of the former male students indicated that they have not fulfilled their military obligation. Ten (14.7 per cent) former male students indicated that they have fulfilled or are now fulfilling their military obligation. Of those that have or are now fulfilling their military obligation, nine indicated they entered military service after graduation from high school, while one indicated he entered the military service before graduation from high school. Four of the nine former students that have or are now fulfilling their military obligation indicated that they had joined the National Guard.

The number and percentage of former students that responded to the question, "Did you or are you now attending a college or university?" are shown in Table XIV.

TABLE XIV

RESPONSES OF 142 FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE QUESTION, "DID YOU OR ARE YOU NOW ATTENDING A COLLEGE OR UNIVERSITY?"

Response	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	65	95.6	61	82.4	126	88.7
No.	3	4.4	13	17.6	16	11.3
Totals	68	100.0	74	100.0	142	100.0

Sixty-five (95.6 per cent) former male students and sixty-one (82.4 per cent) former female students or a total of 126 (88.7 per cent) of the former students responded that they did or are now attending a college or university. Only three (4.4 per cent) former male students and thirteen (17.6 per cent) former female students or a total of sixteen (11.3 per cent) responded that they did not attend a college or university.

The number and percentage of former students that responded to the kind of college or university entered, two-year or four-year, are shown in Table XV.

Ten (7.9 per cent) of the 126 former students that enrolled in a college or university indicated that they had enrolled in a two-year college. Of those ten, seven were males and three were females. One hundred sixteen (92.1 per cent) of the 126 former students that enrolled in a college or university indicated that they had enrolled in a four-year college or university. Of those 116, fifty-eight were males and fifty-eight were females.

TABLE XV

RESPONSES OF 126 FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED THEIR WORK IN 1963-1964 TO THE KIND OF COLLEGE OR UNIVERSITY ENTERED, TWO-YEAR OR FOUR-YEAR

Type of School	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Two-Year	7	10.8	3	4.9	10	7.9
Four-Year	58	89.2	58	95.1	116	92.1
Totals	65	100.0	61	100.0	126	100.0

Twelve former male students had transferred since enrollment as a freshman in a college or university. Of those, two transferred from a two-year to a four-year college or university, one from a four-year university to a community college, six from a four-year to a different four-year college or university, one from a two-year junior

college to a different two-year junior college and one from a two-year junior college to a community college.

Twelve former female students had transferred to different schools. Of those, two transferred from a two-year to a four-year college or university, eight from a four-year to a different four-year college or university, one from a four-year university to a two-year junior college and one from a four-year university to a school of nursing.

Table XVI shows the fifty-one colleges and universities that 126 former students entered after graduation from high school. The University of Iowa, Drake University, Iowa State University, Grandview Junior College and the University of Kansas were the most frequently mentioned schools attended.

The occupational area that 126 former students were preparing for through college and university work is shown in Table XVII.

One hundred twelve (88.9 per cent) of the former students attending a college or a university indicated that they were preparing for professional, technical, and managerial occupations. This total consists of fifty-eight former male students or 89.3 per cent and fifty-four former female students or 88.5 per cent.

One former male student and one former female student, or a total of two (1.6 per cent), indicated that they were preparing for service occupations. One former male student

TABLE XVI

COLLEGES AND UNIVERSITIES ENTERED AFTER GRADUATION FROM
HIGH SCHOOL BY 126 FORMER STUDENTS OF MERRILL JUNIOR
HIGH SCHOOL THAT ENROLLED IN 1961-1962 AND
COMPLETED THEIR WORK IN 1963-1964

Name of School	<u>Number</u>	
	Males	Females
Drake University	8	7
University of Iowa	14	12
Iowa State University	6	6
University of Kansas	1	6
Harvard University	1	0
Nebraska Wesleyan University	1	0
Oregon State University	1	0
Dartmouth	1	0
Cornell College	3	0
Northwest Missouri State	1	1
Simpson	1	2
Stanford University	1	0
University of Wyoming	1	0
Rhode Island College	1	0
Santa Barbara City College	1	0
University of Colorado	2	0
University of Wisconsin	1	1
St. Olaf College	1	0
Central College	1	0
University of Pennsylvania	1	0
Grandview Junior College	7	1
Arizona State	0	1
University of Oklahoma	0	3
Ottawa University	0	1
Stephens College	0	1
Mesa Junior College	0	1
Carleton	0	1
University of Nebraska	0	1
Wartburg College	1	1
University of Arizona	0	2
Clark University	0	1
Lawrence University	0	1
Wayne State University	0	1
Colorado State University	0	1
Temple Buell College	0	1
University of Missouri	0	1
Luther College	1	0
Grinnell College	1	0

TABLE XVI (continued)

Name of School	<u>Number</u>	
	Males	Females
The Colorado College	2	0
Centerville Community College	1	0
Oklahoma Christian College	0	1
Trinity College	0	1
DePauw University	0	1
Seminole Junior College	0	1
Smith College	0	1
Monticello College	0	1
Augustana College	1	0
Iowa State Technical Institute	1	0
El Centro College	1	0
University of South Carolina	1	0
Drury College	0	1
Totals	65	61

indicated preparation for farming, forestry, fishery and related occupations.

Five former male students and five former female students, or a total of ten (7.9 per cent), indicated preparation for miscellaneous occupations. One former female student did not indicate an occupational area of preparation.

As shown in Table XVIII, a total of twenty (15.9 per cent) of the former students that enrolled in a college or university terminated their education before graduation. This total consisted of nine males and eleven females. This indicates that 84.1 per cent of the former students that enrolled in a college or university are still matriculating.

As shown in Table XIX, the former students that terminated their college or university education before

TABLE XVII

RESPONSES OF 126 FORMER STUDENTS OF MERRILL JUNIOR HIGH
SCHOOL WHO ENROLLED IN 1961-1962 AND COMPLETED
THEIR WORK IN 1963-1964 TO THE QUESTION,
"WHAT OCCUPATIONAL AREA ARE YOU
PREPARING FOR IN COLLEGE?"

Occupational Category	<u>Number of Responses</u>					
	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional, Technical and Managerial Occupations	58	89.3	54	88.5	112	88.9
Clerical and Sales Occupations	0	0.0	0	0.0	0	0.0
Service Occupations	1	1.5	1	1.6	2	1.6
Farming, Forestry, Fishery and Related Occupations	1	1.5	0	0.0	1	0.8
Processing Occupations	0	0.0	0	0.0	0	0.0
Machine Trade Occupations	0	0.0	0	0.0	0	0.0
Bench Work Occupations	0	0.0	0	0.0	0	0.0
Structural Work Occupations	0	0.0	0	0.0	0	0.0
Miscellaneous Occupations	5	7.7	5	8.3	10	7.9
No Response	0	0.0	1	1.6	1	0.8
Totals	65	100.0	61	100.0	126	100.0

graduation responded to the following areas that applied to their present occupation. Three of the former students, two males and one female, checked professional, technical, and managerial occupations. Nine of the former students, three males and six females, checked clerical and sales occupations. One former male student checked service occupations. Three former female students checked homemaking. Four former students, three males and one female checked miscellaneous occupations. A total of 60.0 per cent of the former students that terminated their college or university education before graduation checked the first two occupational areas shown in Table XIX.

TABLE XVIII

NUMBER AND PERCENTAGE OF 126 FORMER STUDENTS OF
MERRILL JUNIOR HIGH SCHOOL THAT ENROLLED IN
A COLLEGE OR UNIVERSITY AND TERMINATED
THEIR WORK BEFORE GRADUATION

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Terminated Work	9	13.8	11	18.0	20	15.9
Did Not Terminate Work	56	86.2	50	82.0	106	84.1
Totals	65	100.0	61	100.0	126	100.0

TABLE XIX

RESPONSES OF TWENTY FORMER STUDENTS OF MERRILL JUNIOR HIGH SCHOOL THAT ENROLLED IN A COLLEGE OR A UNIVERSITY TO THE QUESTION, "IF YOUR COLLEGE EDUCATION TERMINATED BEFORE GRADUATION, CHECK AREA THAT APPLIES TO YOUR PRESENT OCCUPATION."

Occupational Category	<u>Number of Responses</u>					
	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional, Technical and Managerial Occupations	2	22.2	1	9.1	3	15.0
Clerical and Sales Occupations	3	33.3	6	54.5	9	45.0
Service Occupations	1	11.2	0	0.0	1	5.0
Farming, Forestry, Fishery and Related Occupations	0	0.0	0	0.0	0	0.0
Processing Occupations	0	0.0	0	0.0	0	0.0
Machine Trade Occupations	0	0.0	0	0.0	0	0.0
Bench Work Occupations	0	0.0	0	0.0	0	0.0
Structural Work Occupations	0	0.0	0	0.0	0	0.0
Homemaking	0	0.0	3	27.3	3	15.0
Miscellaneous Occupations	3	33.3	1	9.1	4	20.0
Totals	9	100.0	11	100.0	20	100.0

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to follow-up the seventh grade students who enrolled at Albert W. Merrill Junior High School, Des Moines, Iowa, in the fall semester of 1961-1962 and completed their work in 1963-1964. The study determined: (1) their present occupations and whether or not the high school dropouts have attended trade, vocational, or technical schools or have been employed without previous training; (2) the per cent of these students starting college and the per cent continuing; (3) the per cent of these high school graduates who did not continue their education and the per cent of these who have terminated post high school work and are engaged in professional, managerial, clerical, skilled, semi-skilled occupations and homemaking; and (4) their present marital status.

Data for the study were obtained from responses to a questionnaire sent to the 165 former students of Merrill Junior High School who enrolled in 1961-1962 and completed their work in 1963-1964. An 86.1 per cent return of the questionnaires was achieved with 142 of the 165 former students

responding. The responses were recorded on two master sheets, one for males and one for females, then organized, analyzed and presented in Chapter III through tables and narrative statements.

About 24 per cent of the former students were married. Females were marrying at a faster rate than men. One male had been divorced. None of the former students had been widowed.

Two former male students were married while attending high school. About 74 per cent of those married were married in the years 1968 and 1969.

All the former students who were surveyed attended high school. None had terminated his education immediately after ninth grade. Two former students, one male and one female, dropped out of high school. Thus, 98.6 per cent of the former students graduated from high school.

Concerning the two former students that dropped out of high school, the male entered the military service and subsequently obtained his high school equivalency certificate, and the female indicated miscellaneous occupations as the area most appropriate to her present occupation. Both responded that they were employed without previous training.

About 11 per cent of the former students entered the working world upon graduation from high school and about 75 per cent of these entered clerical, sales and service

occupations. Twelve females and four males, or three times as many females, entered the working world upon graduation from high school.

About 89 per cent of the former students did not enter the working world upon graduation from high school. About five per cent of the former female students of this total who did not enter industry became homemakers.

About 93 per cent of the former students graduated from a Des Moines high school. This indicated that the population that Merrill Junior High School serves is quite stable.

Only four former students, two males and two females, entered business school, trade school or worked through apprenticeship.

About 15 per cent of the former male students had fulfilled or are now fulfilling their military obligations. Only one entered the military service before graduation from high school. About 36 per cent of those that entered the military service joined the National Guard.

One hundred twenty-six or about 89 per cent of the former students did attend or are now attending a college or university. By percentage, more males than females did attend or are now attending a college or a university.

About 93 per cent of the former students that enrolled in a college or a university enrolled in four-year schools.

Twenty-four former students, twelve males and twelve females, had transferred schools. Three of these had transferred twice.

It was evident from the study that the selection of colleges and universities that the former students enrolled in after graduation from high school was quite broad. Fifty-one colleges and universities were selected from all areas of the United States. The University of Iowa, Drake University, Iowa State University, Grandview Junior College and the University of Kansas were the most frequently mentioned schools attended.

About 89 per cent of the former students that did attend or are now attending college indicated preparation for professional, technical and managerial occupations.

Twenty or about 16 per cent of the former students that enrolled in a college or a university terminated their work before graduation. About 45 per cent of these entered clerical and sales occupations. Three females terminated their college work and had become homemakers.

About 84 per cent of the former students that entered a college or a university are still matriculating. Thus, a total of 106 of the 142 former students, or 74.6 per cent, are now attending a college or a university.

II. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions and recommendations were drawn:

1. Since a high percentage of the former students enrolled in college upon graduation from high school, the high school should continue to provide for the college bound; but due to the number of former students that terminated their education upon graduation from high school and the number of college dropouts, the high school also needs to provide courses that would prepare students to enter the working world upon graduation, and aid interested and qualified students in selecting vocational schools, trade schools, or working through apprenticeships.
2. The junior high school needs to continue to emphasize college preparation, but also needs to emphasize the importance of the type of training found in vocational schools, trade schools or working through apprenticeships through group guidance, classes and field trips.
3. Due to the number of transfers in college and the number of college dropouts, more aid should be

given to students by the high school counselors and teachers in selecting schools that coincide with the student's interests, goals and financial ability.

4. Since the population is quite stable, there should be more coordination of subject matter and activities between elementary schools, the junior high school and the senior high school.
5. The percentage of the former students that entered high school and remained to be graduated was much higher than in Snapp's follow-up study of Evansville, Indiana, high schools.
6. It is recommended as a result of this study that the following follow-up studies be done:
 - a. A similar follow-up of a present group of students from Merrill Junior High School for comparison.
 - b. A similar follow-up of a group of students in a different junior high school in a different section of Des Moines for comparison.
 - c. A follow-up of college dropouts to determine why they dropped out and to obtain some indication of job satisfaction.

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APPENDIX

APPENDIX A

THE COVER LETTER

January 26, 1970

Dear Former Student:

I need your help. I am conducting a follow-up study of seventh grade students who enrolled at Albert W. Merrill Junior High School in the fall semester of 1961-1962 and completed their work in 1963-1964.

This study is being done as a part of the requirements for a Master's Degree from Drake University, and the results will be considered in planning future junior high school programs.

Please take a few minutes to fill out the enclosed questionnaire and mail it in the stamped, self-addressed envelope provided. Thank you.

Sincerely yours,

Richard J. Doughan
Teacher
Merrill Junior High School

APPENDIX B

THE REMINDER POSTCARD

February 9, 1970

I still need your help. Seven out of ten have returned the questionnaire, but I need more to make my study more accurate.

Would you please take a few minutes to fill out the questionnaire I sent you two weeks ago. If you have already returned your copy, please disregard this reminder. Thank you.

Richard J. Doughan

APPENDIX C

QUESTIONNAIRE

Please place a check by the most appropriate response

1. Male _____ Female _____
2. Are you or have you been married?
 - a. Yes _____ No _____
 - b. Year Married _____
 - c. Divorced _____
 - d. Widowed _____
3. Did you attend high school?
Yes _____ No _____
4. Did you graduate from high school?
Yes _____ No _____
If no, please check area below appropriate to your present occupation.
 - 1) Professional, Technical, and Managerial Occupations _____
 - 2) Clerical and Sales Occupations _____
 - 3) Service Occupations _____
 - 4) Farming, Forestry, Fishery and Related Occupations _____
 - 5) Processing Occupations _____
 - 6) Machine Trade Occupations _____
 - 7) Bench Work Occupations _____
 - 8) Structural Work Occupations _____
 - 9) Homemaking _____
 - 10) Miscellaneous Occupations _____
5. Did you enter the working world upon graduation from high school?
Yes _____ No _____
If yes, please check area below appropriate to your present occupation.
 - 1) Professional, Technical, and Managerial Occupations _____
 - 2) Clerical and Sales Occupations _____
 - 3) Service Occupations _____

4) Farming, Forestry, Fishery and
Related Occupations _____

5) Processing Occupations _____

6) Machine Trade Occupations _____

7) Bench Work Occupations _____

8) Structural Work Occupations _____

9) Miscellaneous Occupations _____

If no, did you become a homemaker:

Yes _____ No _____

6. Did you graduate from a Des Moines high School?

Yes _____ No _____

7. Did you enter a business school, trade school, or work
through apprenticeship?

Yes _____ No _____

a. If yes, when did you enter?

Before receiving a high school diploma _____

After receiving a high school diploma _____

b. Type:

Business school _____

Trade school _____

Apprenticeship _____

8. If you did not graduate from high school, were you
employed without previous training?

Yes _____ No _____

9. Have you fulfilled your military obligation?

Yes _____ No _____

If yes, when did you enter the military service?

Before receiving a high school diploma _____

After receiving a high school diploma _____

10. Did you or are you now attending a college or university?

Yes _____ No _____

a. Please indicate the kind of college or university.

(If you attended a two-year college and now are
attending a four-year college or university mark
both.)

Two-Year _____

Four-Year _____

College or university name _____

b. College major area:

1) Professional, technical, and
managerial occupations _____

2) Clerical and Sales Occupations _____

- 3) Service Occupations
- 4) Farming, Forestry, Fishery
and Related Occupations
- 5) Processing Occupations
- 6) Machine Trade Occupations
- 7) Bench Work Occupations
- 8) Structural Work Occupations
- 9) Miscellaneous Occupations

c. If your college education terminated before graduation, check area that applies to your present occupation.

- 1) Professional, Technical, and
Managerial Occupations
- 2) Clerical and Sales Occupations
- 3) Service Occupations
- 4) Farming, Forestry, Fishery,
and Related Occupations
- 5) Processing Occupations
- 6) Machine Trade Occupations
- 7) Bench Work Occupations
- 8) Structural Work Occupations
- 9) Homemaking
- 10) Miscellaneous Occupations

11. List any area that you feel is omitted in this questionnaire that would be of value in this study.
